

California State University, Monterey Bay  
**Digital Commons @ CSUMB**

---

Capstone Projects and Master's Theses

Capstone Projects and Master's Theses

---

12-2017

## Healthy Lifestyle at Headstart in Monterey County

Leticia Manriquez

*California State University, Monterey Bay*

Follow this and additional works at: [https://digitalcommons.csumb.edu/caps\\_thes\\_all](https://digitalcommons.csumb.edu/caps_thes_all)



Part of the [Community Health Commons](#), [Other Nutrition Commons](#), and the [Public Health Education and Promotion Commons](#)

---

### Recommended Citation

Manriquez, Leticia, "Healthy Lifestyle at Headstart in Monterey County" (2017). *Capstone Projects and Master's Theses*. 207.

[https://digitalcommons.csumb.edu/caps\\_thes\\_all/207](https://digitalcommons.csumb.edu/caps_thes_all/207)

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact [digitalcommons@csumb.edu](mailto:digitalcommons@csumb.edu).

Healthy Lifestyle at Head Start in Monterey County

Letty Manriquez

Head Start agency/mentor, Isabel Valtierra

Collaborative Health & Human Services

Department Health Human Services and Public Policy

California State University, Monterey Bay

December 5, 2017

**Author Note**

Letty Manriquez, Department of Collaborative Health and Human Services, California State University Monterey Bay. This capstone project was created to inform Head Start parents about an educational intervention called Healthy Lifestyle "Estilo de Vida Saludable" in Monterey County. Correspondence concerning addressing this article should be sent to Letty Manriquez, California State University, Monterey Bay, 100 Campus Center, Seaside, CA.

**Title:** Healthy Lifestyle at Head Start in Monterey County**Abstract**

In Monterey County, the rate of childhood obesity is too high among the Latino/Hispanic community. The Head Start program in Monterey County serves more than 1,245 children each year with the majority of them being Latino/Hispanic. The causes of childhood obesity are a lack of physical activities, cultural beliefs, and financial issues among families. It leads to serious health problems that impact children academically and psychologically. This capstone project is to increase knowledge and awareness on how to live a Healthy Lifestyle among Head Start parents so that they can apply that to their lives and their children. The project implemented a workshop called Healthy Lifestyle or "Estilo Vida Saludable." The workshop provided parents with skills on how to eat healthily and exercise regularly. The project's outcomes were carried out using pre-and post surveys. The results showed an increase of knowledge and awareness regarding on how to live a Healthy Lifestyle. Recommendations for Head Start agency should continue to do Healthy Lifestyle Workshops as a source of information for parents to keep making healthy lifestyle decisions for their families.

**Keywords:** children, obesity, Head Start, health concerns

## **I. Agency and Community Served**

Head Start is the most substantial federal funded early childhood education program in the country, providing services to nearly one thousand low-income preschoolers. It serves approximately 1,245 children annually from birth to five years of age in Monterey County (Monterey County Office Education, 2014). The mission statement of “Monterey County Head Start & Early Head Start, in partnership with the community, is dedicated to providing the highest quality early childhood education for children 0-5 years and comprehensive child and family services” (MCOE, 2014). Moreover, they are recognized as “Leaders in research-based early childhood education and family development; we provide high-quality, comprehensive, seamless services based on community assessments and the individual needs of families” (MCOE, 2014).

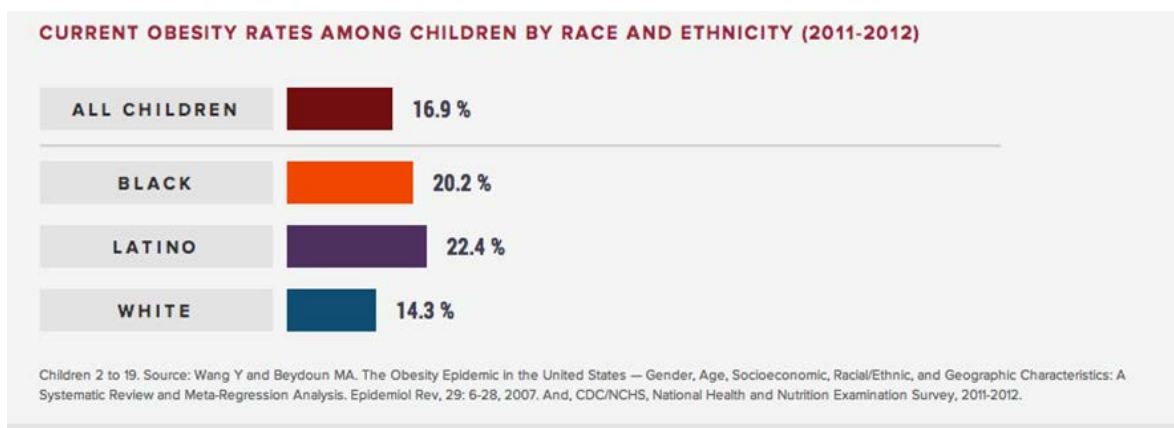
Head Start has many services that fall under several broad categories including student education, finance, and business (MCOE, 2014). Head Start has approximately 83% of Latino children in the centers, and 82% of these children were classified as low-income in Monterey County (MCOE, 2016).

## **II. Problem**

This issue of childhood obesity has increased in the last 30 years in the United States. Childhood obesity is a severe medical condition that affects children's health. It occurs when a child is well above the healthy weight for his or her age and height (M Net., 2016). The causes of Childhood obesity are due to lack of physical activity, cultural beliefs, and financial issues among families. For example, approximately 40 percent of directors as program-level barriers to increasing children's gross motor activity during the school day (Hughes et al., 2010), and about 64% of Monterey County residents lived within half a mile of a park (Monterey County Health

Department, 2013). Then, as the Physicians Committee (2016), stated “Hispanic foods often contain astonishingly high levels of calories, fat, and sodium, as well as carcinogenic processed meats and high-fat dairy products,” which is not beneficial for one’s health. Moreover, in Monterey County, approximately 23% of Latino families are living in poverty (Obesity Prevention in Latino Communities, 2013). Therefore, Latino communities have the highest rates of childhood obesity. According to Obesity prevention in Latino Communities (2013), “22.4 percent of Latino children ages 2 to 19 are obese, compared with only 14.3 percent of White children being obese.” The percentage of those affected are low-income Latino families’ kids by childhood obesity has been increasing in Monterey County.

**Fig 1:** The next graph shows the current obesity rates among children by race and ethnicity in Monterey County between the years 2011-2012. According to the figure, we can say that obesity in Latino children is 22.4% higher than the other ethnicities of obese children in the County of Monterey.



(Meeting the Challenge of Obesity, 2016)

As you see, the graph does mention that Hispanic ethnicity has the highest percentage of obesity in Monterey County. It has the fourth highest rate of overweight children among the state’s 58 counties (Loury, 2011). Since childhood obesity is exceptionally high in low-income

Latino families, Head Start pays close attention to this issue because the majority of its children are Hispanic and are at a high risk. Plus, about one in every three children entering Head Start is overweight or obese, with a body mass index (BMI) at or above the eighty-fifth percentile. Moreover, 80 percent of Head Start children in Monterey County are overweight (A. Suarez, personal communication, October 10, 2017). This terrible issue affects Head Start children since the majority of them are Latino and low-income, which is the primary marginalized population that it serves.

### **Problem Causes**

#### **Lack of Physical Activity**

Most low-income, Latino families who earn low wages often live in poor neighborhoods. These communities frequently have higher rates of crime and gang influences. According to MCHD (2013), “People do not feel safe— there is poor lighting, no sidewalks, and bushes are overgrown, causing fire hazards, gangs. Dangerous for kids to walk to school, especially with no crossing guards, and most parents are working.” Because of this, parents cannot let kids go outside to play. Children are stuck inside of their homes being sedentary. This lack of exercise contributes to obesity.

#### **Cultural Influences**

Culture is another influence on Latino childhood obesity rates because they bring their customs, belief systems, traditional foods, and recipes from their native country. Cultural influence plays an essential role in Latino families and their eating habits.

The traditional Latino foods contain trans-fats, desserts, and sugary drinks. For example, those cheesy enchiladas, tamales, pozole, sopas, and much more, are saturated with oil and contain “Manteca” (which is pork fat). According to the Physicians Committee (2016), “Hispanic

foods often contain astonishingly high levels of calories, fat, and sodium, as well as carcinogenic processed meats and high-fat dairy products,” which is not beneficial for one’s health. In Latino culture, it is vital that children do not waste foods because it is disrespectful. Therefore, kids need to eat all the food that their mothers serve.

### **Low Income**

In Monterey County, approximately 23% of Latino families are living in poverty (Obesity Prevention in Latino Communities, 2013). Most low-income Latino families must work in the fields collecting, or monitoring produce to earn a living. A population is considered low-income due to their critical financial state and inability to afford things beyond the necessities to survive. Also, these families cannot afford to pay for healthy food because bills take priority. Both parents often need to work long hours so that they can support their family.

Moreover, they cannot go to the grocery store regularly to buy fresh foods because they have less access to stores and supermarkets that sell healthy produce. According to the article Healthier Generation (2016), “some people have less access to stores and supermarkets that sell healthy affordable food such as fruits and vegetables, especially in rural, low-income neighborhoods and communities of color. Supermarket access is associated with a reduced risk for obesity.” Choosing healthy foods is difficult for parents who live in areas with an overabundance of unhealthy options like convenience stores and fast food restaurants. This situation forces families to end up buying unhealthy foods that are full of preservatives (so that the food lasts longer) such as canned and frozen foods. It is convenient for these families to live this lifestyle.

## **Problem Consequences**

### **Health Problems**

Obese kids are not just suffering from everyday childhood illnesses; they are also exposed to serious diseases due to being overweight and obese. Stevens Pearce supported the previous quote and stated, "About one-third of kids who are 6- to 17-years old are overweight," amongst these children, there is a trend in high blood pressure. Aside from having high blood pressure, diabetes, and other cardiovascular defects (including hyperglycemia, dyslipidemia, inflammation, and hypertension) increase the chances of being obese (2016, p. #17).

### **Academics Issues**

Children suffering from obesity tend to have poor academic performance compared to kids who are not suffering from obesity. Schools play an important role in children's lives because it is where they spend most of their time. According to Tom Torlakson (2011), "healthy students not only excel academically but also are more likely to be engaged positively in social, community, and extra-curricular activities, the benefits of supporting student health, nutrition, and physical fitness is far-reaching."

Sadly, due to the ongoing budget crisis in California, schools have been faced with the difficult task of determining what programs should be kept. According to Torlakson (2011), "numerous schools in Monterey County did not focus their efforts towards physical education. It is a tragedy that children have fewer physical activities at school." It is crucial for low-income Latino families to have schools that provide exercise for their children. As mentioned above, the neighborhoods in which these low-income kids live are often unsafe for outdoor play. Therefore, schools should provide a safe environment for exercise.

### **Low Self-Esteem**

Low self-esteem in obese children hurts children's lives. Physical image is one of the leading concerns for children who are suffering from childhood obesity. Some parents value



their child's appearance while ignoring the dangerous health risks. A study of the American Psychiatric Association (2016), revealed "children who were teased about being overweight were more likely to have poor body image, low self-esteem, and symptoms of depression. 26% of teens who were teased... reported...considered suicide, 9% had attempted it. Suicide is...cause of death among adolescents." Sometimes children's negative self-images start at home. Families make fun of them by calling them nicknames such as "Gordo" which means fat.

Unfortunately, this problem continues at schools where obese kids are more at risk of being victims of bullying due to their appearance. Most of the time, these kids are excluded from groups or classmates who do not want to talk to them. Kids who have this problem can manifest aggressive behavior towards others, and tend to isolate themselves. According to the American Psychiatric Association (2016), "obese boys and girls with low self-esteem have higher rates of loneliness, sadness and nervousness... depression, often an outcome of low self-esteem, and affect as many as 750,000 teens in the U.S."

### **Problem Model**

<u>CAUSES</u>	<u>PROBLEM</u>	<u>CONSEQUENCES</u>
Lack of physical activities	Childhood obesity rate is too high in Head Start agency, and as well as in Monterey County	Lead to serious health problems
Cultural beliefs		Academic issues
Financial issues		Low self-esteem

### **III. Field Agency, Project, and Justification**

This capstone project is to help reduce childhood obesity in the low-income Latino families in Monterey County with the collaboration of the Head Start Agency. This project is an educational intervention called Healthy Lifestyle "Estilo de Vida Saludable."

## Scope of Work

Activities	Deliverables	Timeline	Estimated Completion
Meetings with Catholic Charities	Meeting to plan Healthy lifestyle project	September	9/07/2017
Create Agenda for event	Word document	September	9/14/2017
Create the flyer	Flyer	Three weeks before	9/15/2017
Three weeks before	Delivery a flyer	September	09/19/2017
Where, time and place for the Healthy Lifestyle Workshop  (Who, What, Where, and Why).	Event location month ahead – make announcement and press release	10/10/2017  5:30pm to  7:30pm	10/10/2017
Food donations	Head Start provided	Amount before the event	09/14/2017
Created the PowerPoint presentation	Ready to present	One week before	10/02/2017
Create a sign-in sheet	Keep track of participant numbers	Two weeks before	10/02/2017
Created survey	Spreadsheet; charts	10/12/2017	10/02/2017
Present results and recommendations	Pre-post questionnaire	10/14/2017	9/25/2017

Therefore, Head Start is working to integrate overweight prevention strategies and getting out a message to children and families, primarily focusing on families with children at risk of being obese (Samuel et al., 2006). Since children learn most of their diet and activity at home, parents play the leading role in their children's healthy lifestyle. Thus, the Healthy Lifestyle Workshop was implemented at Head Start in Salinas. The project was an educational intervention called Healthy Lifestyle "Estilo de Vida Saludable."

## Introduction/Purpose/Benefits

The purpose of this workshop was to give awareness and knowledge to Head Start parents about a healthy lifestyle for their children. Some of the contributing factors to childhood obesity include low income, the lack of access to resources, and a lack of awareness of healthy

living. The quality of lifestyle in Monterey County is increasingly difficult to maintain, especially for families with a low or middle income.

Presenting a Healthy Lifestyle Workshop to Head Start parents is meaningful because the parents were open to learning about healthy living ideas for their children. By exposing them to healthy living information in a fun and engaging way, parents will more likely support their children to live happy, healthy, and prosperous lives.

Another aspect of the Healthy Lifestyle Workshop was to inform parents of the variety of resources of health agencies in the community that they can utilize. It is so important to make sure these families know of necessary resources in the area that can assist them in their time of need. Another activity parents enjoyed was inviting parents to make a change in their life by making healthy smoothies.

Furthermore, we talked about nutrition information such as about healthy food, and giving important information about the dangerous that it is to use a large amount of “Manteca” of oil in their diet. Dietitians also would give tips to Head Start families to buy healthy food with less money, make a healthy choice, and help their family to have a healthy habit of eating. The following information is what occurred during the intervention.

**4:00 pm-** Arrived to check in with Alvaro, one of the mentors, to see if there were any missing details for the presentation. Then, we set up, and washed, prepared fruits and vegetables so they would be ready for the smoothies. We also made sure that all of the materials were present such as a sign in sheet.

**5:00 pm-** The guest speakers, Josie and Alvaro, arrived and we all had a short meeting to talk about the presentation and to give a brief run through of what would occur.

**5:30 pm-** The workshop began with an opening that consisted of a short briefing about what the itinerary would be with the parents for the duration of the workshop. Also, the implementation of pre-surveys about how much knowledge the parents had or did not have regarding a healthy lifestyle.

**6:00 pm-** The presentation explained how mindful eating and exercise are tied to mental health and a productive self-esteem. I also spoke during the presentation about the components of my plate, and the importance of it such as fruits, vegetable, grains, and protein. Then, we discussed with the parents how they need to compare sodium in foods and the importance of choosing low sodium alternatives. Next, we talked about the importance of drinking water instead of sugary drinks. I showed them real sodas and juices so that they can see for themselves the number of calories and sodium in these choices. Therefore, I told them how important it is to read the labels to see what the products contain.

**6:25 pm-** Alvaro explained shortly what calories and weight were in general.

**6:30 pm -** Guest speaker, Josie, spoke to parents about mindful eating and ran them through an exercise. This exercise included a sample mint that asked parents to gently let dissolve their mouths gradually while thinking about the mindfulness exercise that Josie ran them through. They were then asked to talk about how it felt to think mindfully about what was in the food they received.

**6:45pm-** Smoothies preparation began. By giving instructions to participants by Josie and me, such as to what type of fruits and vegetables they would need to prepare the smoothly.

**6:45-7:00 pm-** smoothies' preparation continued through this time as Josie, and I gave instructions and reminded the parents to make healthy choices when they chose from several

fruits and vegetable options. The other food items consisted of low-fat yogurt to go with granola and fruits.

**7:00pm-**The table was set. All of the adults were invited to the table to drink the smoothies.

They gave thanks to each other for community learning and made a promise to themselves that they would explore a healthy lifestyle as a solid option for their lives.

**7:15 pm-** Food was shared and enjoyed by the parents and other people present.

**7:15-7:30 pm-** Post surveys are handed out to the parents and collected back, and the Healthy Lifestyle portion of the retreat was wrapped up! My team of supporters and I thanked the parents and persons who were present.

## **IV. Project Results**

### **Assessment of Project Outcomes**

An expected outcome of the Healthy Lifestyle Workshop was to increase awareness in Monterey County, Head Start-- by giving parents exposure to a lifestyle that will support their children in living a healthy lifestyle.

### **Outcome Measures and Methods**

The method used to evaluate the outcome of the workshop was pre-and post-surveys. In the pre-surveys, questions were asked about their knowledge of a healthy lifestyle. In the post surveys, the questions were geared at finding out how much the parents had learned and their plans for implementing a healthy lifestyle plan with their new-found knowledge (See Appendix A and B).

Before the HLW (healthy lifestyle workshop), Head Start's parents were given a pre-survey which evaluated how much parents knew or did not know about healthy living coming into the workshop. The questions listed on the pre-surveys were in Likert Scale format (A little,

some, much, very much). The Likert scale questions addressed the knowledge of health and multiple questions such as “Do you have a regular exercise routine with your children?” or “How much do you think you know about a Healthy Lifestyle?”

Finally, the post surveys were meant to convey how much the Head Start’s parents gained in their knowledge about taking control of their children’s health, making a commitment to making better health choices, and start to make everyday changes like adding healthy smoothie drinks with their traditional food. Some questions were also in Likert Scale form with questions such as “Did you feel like the Workshop today gave you an increased awareness of a Healthy Lifestyle?” or, “Would you be more conscientious and knowledgeable now, after the workshop, in cooking healthier meals at home?” These questions demonstrated what parents had learned about the Healthy Lifestyle Workshop. All pre-and post-survey question results were analyzed through MS Excel.

The parents were given a pre-survey which would evaluate how much the parents knew or did not know about living a healthy lifestyle upon coming into the workshop. The questions listed on the pre-surveys were also in an (A. yes or B. No) format. Questions addressed “Are you Head Start’s parent?” And, The Likert scale questions addressed “Are you interested in having regular exercise time with your children?”

Finally, the post surveys were meant to convey how much the Head Start's parents gained in knowledge about taking control of their children's health, by committing to taking better health choices and starting to make daily changes by adding healthy smoothies with their traditional food. This will support them and their family in implementing new healthy habits at home. However, some of the questions were also in Likert Scale form with questions such as "Did you feel the healthy lifestyle workshop gave you a better awareness of nutrition for your

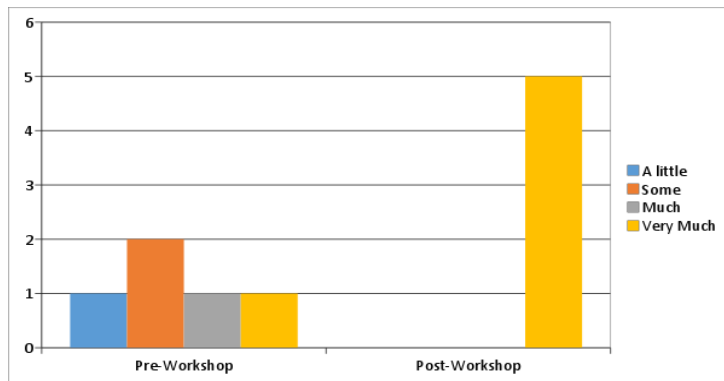
children?" Or, "Did you learned the consequences of not eating healthy after this workshop?"

Participants increased some knowledge of a Healthy Lifestyle, which they might apply to their children.

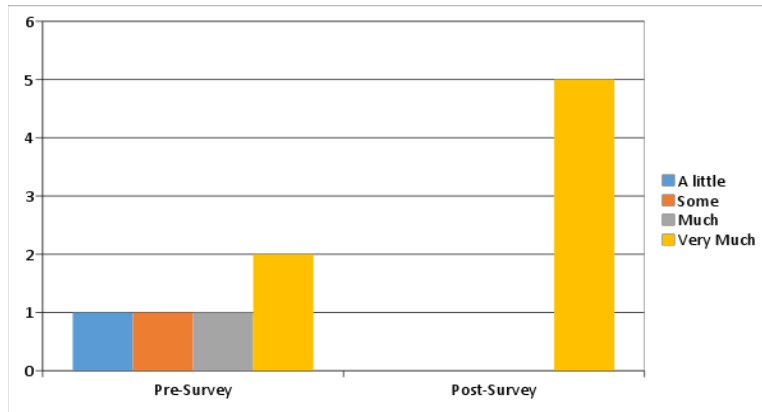
### **Project Results / Findings**

The Healthy Lifestyle Workshop survey was distributed at the conference room in the central office of Head Start. Five parents took the pre- and -post-surveys. A purpose of the Healthy Lifestyle Workshop was providing knowledge and awareness regarding a healthy lifestyle for the parents of Head Start. The study shows that most parents obtained instruction at the workshop regarding a healthy lifestyle. As the results showed, parents learning improved with the experience of the workshop. Doing this project, was a good foundation for their health, and most Head Start parents needed the support of health resources and guidance. They now know what and how to provide and teach their children healthy habits. Results also demonstrated from the pre-survey that the five participants showed some knowledge about living a healthy lifestyle. Also, the post-survey questions confirmed that all participants had gained knowledge after the workshop, with all of them answering "very much."

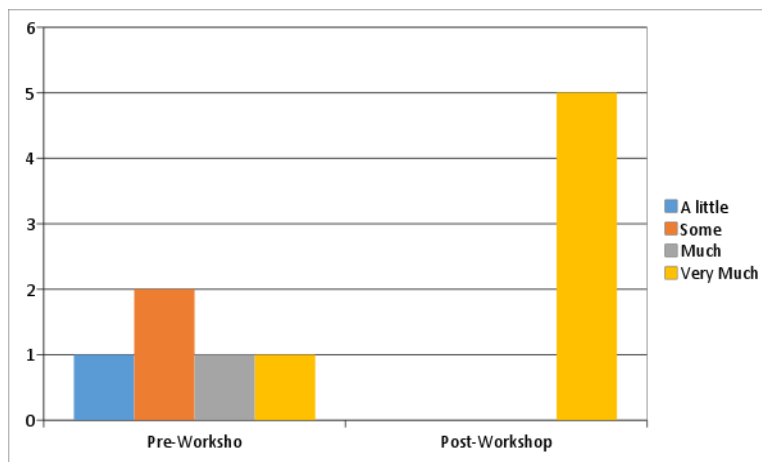
**Tab 2: Assesses pre-question number 2 and post question number 1, which demonstrated how much knowledge and awareness parents had about a Healthy Lifestyle workshop.**



**Table 3: Assesses pre-question number 3 and post-survey question number 5, which demonstrates how often parents and their children exercised before the workshop, and how often they wanted to exercise after having taken the Healthy Lifestyle Workshop.**



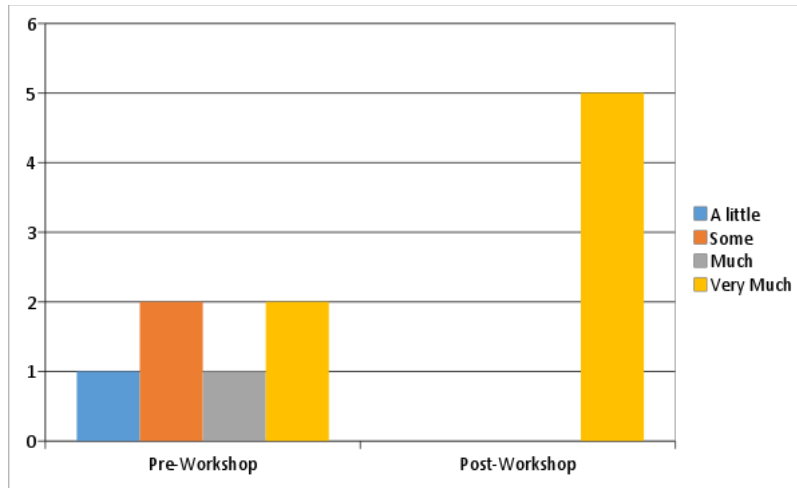
**Table 4: Assesses pre-question number 4 and post-survey question number 6, which demonstrates how much parents think drinking a healthy smoothie is healthy before the workshop, and how often they will consider making a healthy smoothie after they have taken the workshop.**



**Table 5: Assesses pre-question number 5 and post-survey question number 2, which demonstrates how aware parents were of cooking healthy meals at home before the**



**workshop, and how aware the parents were of preparing healthy meals after having taken the workshop.**



### **Project strengths**

The primary focus of the Healthy Lifestyle Workshop was for Head Start parents to reinforce healthy living with their children. The presentation was simple to engage with parents. Having the group activities were also very helpful since it allowed parents to build trust and develop friendly relationships with each other at the workshop. The bilingual workshop demonstrated respect for the participants through a common language and reinforced their cultural identities, so it allowed parents to engage more freely, thoroughly, and openly.

This knowledge was vital for parents so that they can use it with their families at home. If parents take the learning home, children are more likely to eat healthily and be more active. And, as a result, parents can inspire and support their children to achieve their highest potential of being healthy.

### **Limitations**

When the Healthy Lifestyle Workshop had first been given the go-ahead to implement, the original date was to be in April. However, due to a family loss, the workshop was not

completed at that time. Fortunately, the Healthy Lifestyle Workshop was conducted for parents to obtain the knowledge of a healthy lifestyle in October. By having a fit parent, children can learn healthy habits from them as well. Therefore, it is vital in addressing a Healthy Lifestyle for parents and children at Head Start to be the healthiest they can be.

### **Challenges**

One of the most significant challenges was the translation of the surveys and the PowerPoint presentation from English to Spanish. However, my mentor was able to translate most of the information professionally. She knows all the rules regarding Spanish writing and many drafts were required to get it accepted.

### **Recommendations for the Agency**

The Head Start agency has a lot of great resources to help reduce childhood obesity in the community. My experience with Head Start agency was great working with hard working staff who was involved with this Healthy Lifestyle Workshop. Having the Healthy Lifestyle Workshop would give families more options to develop healthful and beneficial habits in their lives. However, I recommend that the agency to become more involved with supporting the students in their Capstone projects. Having a clear vision of what they want to do is a good start, and they may find themselves feeling “lost in the woods.” My final recommendation for Head Start mentors would be to create a list of potential Capstone ideas to present to a 3-semester-long intern student and state what the significance and importance may be for their agency around creating awareness on that topic. Working as an intern at Head Start, without much experience can be daunting for students with no prior experience in the social services field of work. To be successful, it is essential to give the student a sense of purpose in creating their Capstone project. As problems are ongoing, the intervention needs to be continuous as well. The more effort Head

Start puts into addressing the issues; the more likely families will experience healthy results for their children's prevention of obesity. In overall, the Head Start agency has excellent resources for future students to develop their Capstone project.

### **Recommendation for Future Students**

My recommendation for future interns who would like to continue the Healthy Lifestyle Workshop at Head Start is to make sure to advertise the event earlier (at least a month ahead), remember the Capstone requires a lot plan, and be in touch with parents by calling them twice before the workshop, that way more parents can attend the seminar. It is important to arrive early at the site to prepare everything such as cutting the fruits and setting up before the presentation and find a friend to help with the preparation before and after the workshop. My big recommendation for those new interns is to advocate for themselves without haste, such as asking for help, asking questions if they have any, and meeting with their mentors at least once a week to be on track with the capstone project. Finally, the most important thing for new interns is to find a placement site that it relates to the topic that they are will to develop. Therefore, it is necessary to research more than one agency in order to decide what works the best for them and good luck in the Capstone project.

### **Conclusion**

In overall, this workshop was useful, per the evaluation result, the feedback given, and knowledge parents obtained at the workshop. By doing pre-and post-survey, most parents increased their awareness of a Healthy Lifestyle, so they could reinforce their children about how to become healthier. If more parents are able to have the experience of a healthy lifestyle event, they can work toward finding resources to support them in creating their healthy lifestyle plans for their children lives as they move forward in life. The agency has already begun to plan

for the next Healthy Lifestyle Workshop; they will find a motivating tactic to inspire more parents to get involved, and to attend a nutritional, healthy living workshop in the future voluntarily. Also, by working collaboratively with teachers, staff members, interns, and families, the Healthy Lifestyle project could continue and ultimately help reduce childhood obesity in the community through their presentations designed for Head Start families. Therefore, this project can serve as a possible health model for future workshops at Head Start for parents and their children. This will help parents improve their Healthy Lifestyle and help their children develop healthy habits in their lives.

### **Personal reflection/final thoughts**

Wow! I cannot believe that I am almost done with my career in Social Work and Public Health at the California State University Monterey Bay (CSUMB). I still remember the first day when I started the CHHS classes 2 and ½ years ago in 2014. I was very nervous even though the teachers gave me confidence as soon as I talked to them. It was my first semester at (CSUMB). Therefore, everything was new to me, and I did not know how the school system worked. I also did not know what to expect from my new classes, classmates, and group members. Even though my classmates and group members had similar goals to mine, such as working hard to succeed and having great enthusiasm to accomplish the projects on time, I still was nervous.

By doing this capstone project, I had the opportunity to obtain knowledge and meet new people, and learned about nonprofit organizations. However, the capstone project was challenging but it was an excellent learning experience in any single subject, including healthy habit strategies. During my internship experience with Head Start, I have learned a lot about nonprofit organizations. I also learned about the MLO's: collaboration, leadership, cultural competency, professional communication, professional development, and research methods.

Having an internship opportunity with Head Start has been a great experience. I have met a lot of wonderful people and was able to learn from them. In the future, I hope to have the opportunity to work with Head Start or any organization that collaborates with the community as they do.

My experience writing the capstone assignment has been a great experience. Even though it was challenging due extensive research that was conducted, it was a great learning experience. However, I should have started doing my capstone earlier. Since this semester is short due to holidays, finals, and graduation, it is hard to focus on capstone projects. Overall, my experience with Head Start, having my internship, obtaining learning at CSUMB, and finishing up a capstone project was great. I will use this knowledge in my professional career and my everyday living. This teaching would not be possible if God would not have been by my side every single day protecting, encouraging, and lighting my path in those awkward moments when I was about to give up.

Moreover, I would like to thank the following: thank my family Manriquez, CHHS teachers and faculty, mentors, and friends. All of these wonderful people have always pushed me, and not ever did they let me give up. For example, I would like to thank my caring, loving, and patient husband and children for helping me in so many ways such as dealing with me during those stressful times. Then, I would like to thank my professor Adrienne Saxton for all her support, encouragement, and education, which has guided me through this path, and for educating and believing in me from the beginning until the end. I also want to thank my mentors Isabel Valtierra, Alvaro Suarez, Reina Valadez, and the Head Start team for all their support and for all they are doing for making a positive change in the community, especially in helping low-income families. Coming from a low-income family, I can see the vital role that these people play in many people's lives. Next, thanks to my wonderful teachers at Hartnell College Carol

King and Jannine Tabor for their knowledge, encouragement, and for believing in me. Thanks to my friends' high level of motivation, things were smoother in my projects. With all of these groups that encouraged my learning, I feel much more confident to work in my future work as well as with teams. Finally, thank you CSUMB, CHHS faculty, and Head Start faculty for all my education and experience I received from on this journey.

As you can see, my major of CHHS played an essential part in my capstone project. This major had main important characteristics that are vital to have a sense of learning to succeed, goals to achieve, and have a good passion for caring for others. These are all important aspects of my capstone paper not just as a project to complete, but learning and caring in my life. I did not only learn about how to work together in groups, but the most important thing that I learned was how to work with different personalities and to be a humble person. This will also help me to achieve my personal goals and objectives in my professional career. I understand if I want to accomplish something in this life, all that I need to do is to work hard to achieve it. It is essential not ever to give up but instead find the motivation to overcome any obstacles that may interfere with the achievement of my future goals.

## References

- Hughes C. C, Rachel A. Gooze A. R., M. Finkelstein F., M., and Whitaker C. R., (2010).  
Barriers To Obesity Prevention In Head Start. Retrieve from.  
<http://content.healthaffairs.org/content/29/3/454.full.pdf>
- Luke, L. (2011). Devouring childhood obesity by helping children help themselves. Retrieved  
from <http://www.montereyherald.com/article/ZZ/20111109/NEWS/111108238>
- Medicine Net. (2016). Childhood obesity. Retrieved from  
[http://www.medicinenet.com/childhood\\_obesity/article.htm](http://www.medicinenet.com/childhood_obesity/article.htm)
- Meeting the Challenge of Obesity. (2016). Meeting the Challenge of Obesity. Retrieved from  
<https://www.bu.edu/sph/2016/10/09/meeting-the-challenge-of-obesity/>
- Monterey County Health Department. (2013). *The road to health equity in our community:*  
Social Determinants of Heath in Monterey County. Retrieved from  
[https://www.mtyhd.org/wp-content/uploads/2014/11/Obtaining-Health-Equity-in-Our-Community\\_012914.pdf](https://www.mtyhd.org/wp-content/uploads/2014/11/Obtaining-Health-Equity-in-Our-Community_012914.pdf)
- Monterey County Office of Education. (2014). Head Start & Early Head Start. Retrieved from  
<http://www.monterey.k12.ca.us/programs-services/head-start/index>
- Monterey County Office of Education (2016). Monterey County Education Report to the  
Community. Retrieved  
from [http://www.montereycoe.org/Assets/MCOE/MCOE2016\\_English/files/assets/comm](http://www.montereycoe.org/Assets/MCOE/MCOE2016_English/files/assets/comm)  
[on/downloads/publication.pdf](http://www.montereycoe.org/Assets/MCOE/MCOE2016_English/files/assets/comm)
- Obesity prevention in Latino Communities (2013). Obesity prevention in Latino communities.  
Retrieve from: <http://stateofobesity.org/disparities/latinos/>

Physicians Committee. (2016). The five unhealthiest foods at Mexican restaurants: Findings.

Retrieved from <http://www.pcrm.org/health/reports/five-most-unhealthful-foods-mexican-restaurants>.

Samuels Maria Boyle, MS RD Sally Lawrence, MPH candidate Sarah E. Samuels, D.Ph. (2006).

Starting Earlier: What We Know About Preventing Overweight In Children from Birth to Five Years Old. Retrieved from

[http://www.calwic.org/storage/documents/starting\\_earlier\\_feb2006.pdf](http://www.calwic.org/storage/documents/starting_earlier_feb2006.pdf)

Torlakson T., (2011). A blueprint for great schools. Retrieved from: <http://www.cslnet.org/wp-content/uploads/2013/07/A-Blueprint-for-Great-Schools-CDE-8.9.2011.pdf>

The State of Obesity. (2013). *Obesity prevention in Latino communities*. Retrieve from

<http://stateofobesity.org/disparities/latinos/>



## **Appendices**

### **Appendix A**

#### **Pre-Survey for Healthy Lifestyle Workshop**

**Please circle one**

**1. Are you Head Start's parent?**

- A. yes
- B. No
- C. Not to identify

**2. How much do you think you know about "Healthy Living"?**

- A. Very little
- B. Some
- C. Quite often
- D. Often

**3. Do you have a regular exercise routine with your children?**

- A. Very little
- B. Some
- C. Quite often
- D. Often

**4. Do you think about drinking a healthy smoothie with your breakfast is healthy?**

- A. Very little
- B. Some
- C. Quite often
- D. Often

**5. Do you usually eat healthy food when you eat?**

- A. Very little
- B. Some
- C. Quite often
- D. Often

**6. Do you involve your children to help prepare healthy food at home?**

- A. Very little
- B. Some

- C. Quite often
- D. Often

**7. Do you feel like you have interest in learning more about nutrition to give your children a healthy lifestyle, but do not have the resources to do so?**

- A. Very little
- B. Some
- C. Quite often
- D. Often

## **Appendix B**

### **Pre-encuesta para Taller de Estilo de Vida Saludable**

**Por favor circule uno**

**1. ¿Es usted padre de Head Start?**

- Sí
- B. No
- C. No identificar

**2. ¿Cuánto crees que sabes sobre "Vida Saludable"?**

- A. Muy poco
- B. Algo
- C. Muy a menudo
- D. A menudo

**3. ¿Tiene una rutina de ejercicio regular con sus hijos?**

- A. Muy poco
- B. Algo
- C. Muy a menudo
- D. A menudo

**4. ¿Piensa que beber un batido saludable con su desayuno es saludable para su cuerpo?**

- A. Muy poco
- B. Algo
- C. Muy a menudo
- D. A menudo

**5. ¿Suele comer alimentos saludables cuando come?**

- A. Muy poco

- B. Algo
- C. Muy a menudo
- D. A menudo

**6. ¿Involucras a tus hijos para que ayuden a preparar alimentos saludables en casa?**

- A. Muy poco
- B. Algo
- C. Muy a menudo
- D. A menudo

**7. ¿Sientes que tienes interés en aprender más acerca de la nutrición para darles a tus hijos un estilo de vida saludable, pero no tienes los recursos para hacerlo?**

- A. Muy poco
- B. Algo
- C. Muy a menudo
- D. A menudo

## **Appendix C**

### **Post-Survey for Workshop**

**1. Do you feel like the workshop today gave you some good awareness on a healthy lifestyle for your children?**

- A. Yes
- B. No
- C. Somewhat

**2. Would you be more aware now after the workshop to cooking healthier meals at home?**

- A. Yes
- B. No
- C. Somewhat

**3. Did you find the workshop helpful to your health today?**

- A. Yes
- B. No
- C. Somewhat

**4. Did you learn the consequences of not eating healthy after this workshop?**

- A. Yes
- B. No
- C. Somewhat

**5. Are you more interested in having a healthy lifestyle plan for your family and yourself with regular exercise activities?**

- A. Yes

- B. No
- C. Somewhat

**6. Are you planning to do healthy smoothies for your children after being a part of this workshop?**

- A. Yes
- B. No
- C. Somewhat

**7. Does your community offer free workshops on nutrition?**

- A. Yes
- B. No
- C. Somewhat

#### **Appendix D**

##### **Taller Posterior a la Encuesta para un Estilo de Vida saludable**

**1. ¿Cree usted que el taller de hoy le dio una buena conciencia sobre el estilo de vida saludable para sus hijos?**

- A. Sí
- B. No
- C. Un poco

**2. ¿Sería más consciente ahora después del taller de cocinar comidas más saludables en casa?**

- A. Sí
- B. No
- C. Un poco

**3. ¿Encontraste el taller útil para tu salud hoy?**

- A. Sí
- B. No
- C. Un poco

**4. ¿Aprendió las consecuencias de no comer sano después de este taller?**

- A. Sí
- B. No
- C. Un poco

**5. ¿Está usted más interesado en tener un plan de estilo de vida saludable para su familia y para usted mismo con actividades regulares de ejercicio?**

- A. Sí
- B. No
- C. Un poco

**6. ¿Está planeando hacer batidos saludables para sus hijos después de participar en este taller?**

- A. Sí
- B. No
- C. Un poco

**7. ¿Ofrece su comunidad talleres gratuitos sobre nutrición?**

- A. Sí
- B. No
- C. Un poco

MCOE Head Start & Early Head Start



## **Taller de Estilo de Vida Saludable**

Día: Octubre 10, 2017

Hora: 5:30pm-7:30pm

Lugar: Head Start Conference Room  
901 Blanco Circle Salinas CA.

Siéntete Saludable! Con mas Energia!

**Asiste y Prueba GRATIS la Variedad de Licuados!**



Aprende Como Hacer Licuados Saludables

Ben Diviértete, Estira tus Músculos, y Relájate!

Para más Información:

Isabel Valtierra: (831) 755-0357 oh Letty Manriquez:(661) 345-0149

MCOE Head Start & Early Head Start



## **Healthy Lifestyle Workshop**

Date: October 10, 2017

Time: 5:30pm-7:30pm

Location: Head Start Conference Room  
901 Blanco Circle Salinas CA.

Feel healthier! Have more energy!

**Attend and taste variety of FREE Smoothies!**



Learn how to create healthy Smoothies

Have Fun, Stretch your muscles, and Relax!

For more information:

Isabel Valtierra: (831) 755-0357 or Letty Manriquez: (661) 345-0149